Harmondsworth Primary School Progression of Skills History

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History- chronological understanding					
Understand the difference between things that have happened in the past and the present. Describe things that happened to themselves and other people in the past. Can use a wide vocabulary of everyday historical term including those related to the passing of time e.g: before, after, a long time ago, past Order a set of events or objects in chronological order.	Understand and use a wide range of vocabulary (past and present) when telling others about an event. Recount changes in my own life overtime. Can place events in chronological order using a timeline.	Begin to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Use a timeline to place historical events in chronological order. Describe dates of and order significant events from a period studied.	Continue to develop understanding that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Order significant events and dates on a timeline. Identify and describe changes between specific periods in history. Use dates and vocabulary relating to the passing of time, including: ancient, modern, century, decade, AD and BC.	Secure understanding that a timeline can be divided in BC (Before Christ and AD (Anno Domini). Order significant events, movements, people and dates on a timeline. Identify and describe changes between specific periods in history. Use and understand abstract terms, including: empire, civilisation, parliament and peasantry.	Order significant events, movements, people and dates on a timeline. Identify and compare changes within and across different periods. Understand and make links between events and changes, giving reason for them and explaining the result. For example: Ancient Egypt and Prehistoric Britain occurred concurrently in different locations.
Historical enquiry					

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Explore different ways in which the past is represented. Describe objects from the last, eg: materials, size, signs of wear and tear. Ask questions about objects and pictures from the past.	Identify different ways in which the past is represented. Ask questions about the past. Know some of the ways we can find out about the past.	Begin to use a range of resources (artefacts, pictures, photographs, internet…etc) to understand the past how our knowledge of the past is constructed. Ask simple questions and find the answers about the past.	Use a range of resources (artefacts, pictures, photographs, internet, music..etc) to understand the past and how our knowledge of the past is constructed. Ask valid questions and find the answers about the past.	Can analyse sources of information to gather information about the past. Examine artefacts and explain what they show about that time in history. Start to create historically valid questions about cause and significance. Answer questions using evidence and know that there is often not a single answer.	Can analyse a range of sources to gather information about the past (documents, archive material, pictures, artefacts…etc). Suggest reasons for conflicting historical accounts. Choose reliable sources of evidence to answer questions. Investigate own lines of enquiry by posing questions to answer.
Knowledge and understanding of events, people and changes in the past					
Recall some facts about people/events before living memory. Say why people may have acted the way they did.	Recount the main events from a significant event in history. Look at evidence to explain why people in the past may have acted the way they did. Use information to describe the past.	Give simple reasons to why events happened in the past. Use evidence to describe the culture, way of life and actions of people in the past.	Give reasons to why events happened in the past. Describe how things from the past affect/influence life today. Describe similarities and differences between	Choose reliable sources of information to find out about the past. Describe similarities and differences between some people, events and artefacts studied.	Choose reliable sources of information to find out about the past. Give valid reasons using evidence to show why changed have occurred. Describe similarities and differences between some

	Describe the similarities and differences between life during the past and life today.	Use evidence to describe buildings and structures of people from the past.	people, events and artefacts studied. Know how the lives of rich and poor people from the past differed. Describe what was important to people from the past.	Describe how historical events studied affect/influence life today. Make simple links between some of the features of past societies (eg: religion, houses, society and technology). Give own reasons to why some changes have occurred (use evidence to back up reasons).	people, events and artefacts studied. Describe in detail how some of the past have affected/influenced life today. Make links between some of the features of past societies (eg: religion, houses, society and technology).